DOCUMENT RESUME

ED 184 272 EC 123 421

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TITLE A Guide for Implementing Project DEEP (Diversified Educational Experiences Program). Administrator's Guide.
INSTITUTION Wichita Public Schools, Kans.
PUB DATE Jan 79
NOTE 37p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Guides; Behavior Problems; *Classroom Techniques; *Gifted; *Inservice Teacher Education; *Nontraditional Education; *Potential Dropouts; Secondary Education
IDENTIFIERS *Diversified Educational Experiences Program

ABSTRACT

The guide is designed to provide the building level administrator a step by step model for implementing Project DEEP's (Diversified Educational Experiences Program) alternative classroom management system for secondary academic classrooms with disaffected (attendance problems, discipline problems, potential dropouts), average, and gifted and creative stuients. Material is arranged in a developmental format, answering questions as the administrator progresses through the process of identifying the program; matching needs with program; involving other educators; selecting teachers; building the team; training staff; communicating with parents and community; and installing, managing, and evaluating the program. It is explained that Project DEEP is student centered and project oriented with students in DEEP classrooms identifying needs, formulating objectives, developing tasks based upon these objectives, presenting group projects based on fulfillment of objectives, receiving teacher debriefing following the project, and participating in their own evaluations. The document includes attitudinal assessment and curriculum objectives checklists, a DEEP training schedule, a list of suggested materials, and sample forms. (SBH)

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ADMINISTRATOR'S GUIDE

A Guide for Implementing

Project DEEP

diversified
educational
experiences
program

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"The DEEP Project was started at West High School in 1971 to meet a critical need for an 'in school' alternative educational experience for our students. It is somewhat unique in that it is an 'in school' effort that can normally be financed from the school's operating budget without significant special funding. DEEP has had a most positive influence at West High School. I have no reservations about inviting others to examine the program for possible utilization in other schools."

Dr. R. E. Anderson, Principal
Wichita High School West

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PREFACE

This guide is designed to provide the building level administrator a step-by-step model for implementing Project DEEP's alternative classroom management system. The material is arranged in a developmental format, answering questions as the administrator progresses through the process of identifying the program, matching needs with program, involving other educators, selecting teachers, building the team, training staff, communicating with parents and community, installing, managing, and evaluating the program.

ADMINISTRATOR'S MANUAL

I. WHAT IS PROJECT DEEP?

Project DEEP (Diversified Educational Experiences Program) began as an ESEA, Title III program at Wichita High School West, Wichita, Kansas, 1971-74. Since its development, DEEP has continued to operate in Wichita high schools and junior high schools. The program has also been adopted by school districts in other states. In June, 1976, DEEP received approval from the Joint Dissemination Review Panel, composed of representatives from the Office of Education and the National Institute of Education. In June, 1977, DEEP became a National Diffusion Network program, funded for national dissemination.

DEEP is an alternative classroom management system for secondary academic classrooms which is student-centered and project-oriented. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, present group projects based on fulfillment of objectives, receive teacher debriefing following the project, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to generate, gather, develop and display information. Extensive use is made of electronic and non-electronic media in the display of student-gathered information. The role of the teacher is that of adviser, consultant, and learning systems manager. The classroom environment is casual, open, trusting, and task-oriented. A workshop atmosphere exists. Community resources are utilized within and outside the classroom.

The following expectations are made for students in the DEEP classroom:

1. Students will possess a feeling of ownership toward the class.

2. Students will accept responsibility for their own behavior: attendance, participation, successes and even, if necessary, failures.

3. Students will be willing to take emotional risks by sharing ideas and feelings with other members of the class.

4. Students will be willing to cooperate with others to reach mutual goals.

5. Students will plan and carry through tasks by carefully allotting time and resources toward a specific goal.

6. Students will participate in their own evaluations and in determining the criteria by which they are evaluated.

7. Students will carry over knowledge and skills learned in the DEEP classroom to relationships with others and in problem-solving.

8. Students will learn to negotiate with other members of the class and with the instructor.

9. Students will feel more positive toward school through enhanced self-images with the elimination of feelings of alienation and powerlessness.

Evaluation results of the original program:

1. Decrease in rate of absences:

   The average daily absentee rate of DEEP classes was 8.6%, compared with 12.3% of the control group, a significant decrease of 30% in the ratio of absenses.

2. Decrease in rate of drop-outs:

   The drop-out rate in DEEP classes was 8.0%, compared with 12.7% of the control group, a significant decrease of 37% in the rate of dropouts.

3. Improvement of grades:

   Fifty-one percent of students in the DEEP classes improved their grades over the grades they would normally expect to receive in the same content area.

4. Increase in number of graduates:

A follow-up study showed that 98% of students who participated in Project DEEP as juniors later graduated from high school, as compared with 91% to 94% of non-DEEP juniors in the high schools in which DEEP operated.

5. Significant changes in attitudes:

DEEP students demonstrated a change in attitudes as measured by the Risk Taking Attitudes Values Inventory (RTAVI). In the area of affection, DEEP students began the program at the 2nd percentile rank and by the the end of the year were at the 99th percentile. Significant improvement was also made in the areas of respect from the 5th to the 42nd percentile, and appreciation for the value of knowledge from the 65th to the 99th percentile.

II. DOES DEEP MEET ANY OF MY SCHOOL'S NEEDS?

Project DEEP is designed to meet the following needs:

1. For DISAFFECTED students (ATTENDANCE problems, DISCIPLINE problems, potential DROPOUTS)--DEEP promotes ownership, active participation, and student responsibility. Students become involved in their educational experiences. They learn to make long-range plans and to organize information. Learning is applicable to living.

2. For AVERAGE students DEEP offers alternative ways to learn, important decision-making techniques and practical living skills.

3. For GIFTED and CREATIVE students DEEP offers more outlets for creativity, promotes independent thinking, and develops researching skills. Because in the DEEP classroom students work individually and in groups on many kinds of projects, DEEP provides the type of management system that meets the requirements of state and federally mandated special education programs.

At the original site, students participate in open enrollment for DEEP classes. Thus, all levels of students enroll in the same classes. The management system provides the teacher with a tool to deal with a wide range of student needs, interests, and abilities.

DEEP students learn many practical living skills. They learn to organize and carry through with long-range plans. They learn, in the course of making contacts with community resources, how to use the telephone directory, the newspaper, how to communicate with others on the telephone, how to develop questions and clarify ideas in the interviewing process. They learn strategies of dealing with others and moving through "red-tape." They interact with community leaders they might never have met. They go places they have never been in their community to learn and to experience.

One of the positive reactions to the DEEP program from the administrator's point of view is the decrease in discipline referrals. DEEP teachers, in general, are less likely to send students to the office for disciplinary action. There are several reasons for this phenomenon:

1. The DEEP classroom atmosphere is less rigid than in the traditional classroom. For students who find it difficult to function in an autocratic environment, the DEEP classroom is more comfortable.

2. The DEEP teacher acts as a consultant and learning systems manager. Decisions are shared with the class so the teacher is not preceived by students as an authority figure against whom to rebel.

3. In the DEEP classroom a great deal of peer pressure develops. Students negotiate goals and rules for classroom behavior. A student who breaks one of the rules is often reprimanded by the class as a whole. Peer pressure is usually more effective than teacher discipline in influencing student behavior.

III. HOW CAN I CONVINCE CENTRAL ADMINISTRATION, BOARD OF EDUCATION, AND MY BUILDING STAFF?

As a building level administrator who has found a promising program, you are faced with the problem of convincing others, central

administration, the board of education and your own staff, of the merits of adopting the program. In order to obtain support from these groups you may consider the following strategies:

1. Show the filmstrip/cassette and share the literature with the various groups.

2. Arrange for a DEEP staff member to give a presentation to key people.

3. Send key people to visit demonstration classrooms at the original site or at another adopter site, if feasible. Arrangements for these visits should be coordinated through the DEEP office.

Important points to stress with central administrators and members of the Board of Education are:

1. Need for the Program.

   As an administrator within the school system, you are very much aware of the needs that the DEEP program can help to meet. Whatever the need, drop-out prevention, individualizing instruction, a program for gifted students, etc., evidence of that need must be presented to the Board of Education, if they are unaware of the need. The best evidence of need may be found in the numbers of students negatively affected because of the lack of a present program to deal effectively with these student audiences.

2. Evaluation results from the original site.

   (Outlined in Section I of this manual. More specific information concerning evaluation is available from the project office.)

3. Ease of implementing the program.

   Discussed in Sections V and VI. The Board of Education will be interested in learning that no additional staff need be employed to implement the program and that DEEP classes can be easily scheduled within the existing organizational plan.

4. Cost effectiveness.

   Of great concern to Boards of Education--and all of us. Section VI, which deals with equipment, materials,

and facilities, details the expenses involved. Costs for teacher training, Section V, should be explained.

IV. TEACHER IDENTIFICATION

It is wise to begin the program in a small number of classes and build it as the staff is prepared and as student demand increases. Usually, student demand is greater than the number of teachers trained in the beginning. As the program enters the third and fourth years, the growth in a student demand will influence more staff to take training.

The identification of key teachers probably has taken place to a limited extent. The prospective DEEP teacher may be the one that has already tried a different approach in the classroom. The following check list may help the building administrator identify possible DEEP teachers. The prospective DEEP teacher has:

1. Accumulated at least three years experience in the classroom.
2. Relates well with students.
3. Uses a variety of supplemental materials in the instructional process.
4. Utilizes community resources to enrich course content.
5. Uses various types of media as an instructional tool.
6. Possesses the ability to work effectively with all types of students.
7. Is willing to work extra hours to ensure a variety of experiences for students.

Project DEEP also provides instruments to help administrators choose good candidates for training:

1. Morris Spier's S/C (Student/Content) Teaching Inventory.

2. DEEP's Alternative Classroom Management Attitudinal Assessment. (See appendix.)

Once the initial core of teachers has been trained and have implemented the program, a model exists for other teachers within the school. This model allows others who may not have been selected for initial training to train and implement successfully later.

V. HOW DO WE GET TRAINING?

Project DEEP is a program within the National Diffusion Network and is funded for national dissemination. The state facilitator of your state or the regional facilitator for your area will be happy to give you assistance in making arrangements for training.

DEEP staff conducts a DEEP classroom management training workshop:

1. Length of workshop: Three, six-hour days.

2. Participants: (15 to 30 people) teachers, counselors, administrators (especially building administrators in adopting schools.)

3. Facilities: DEEP prefers to train at the adopter's site; or, if participants from several school districts are attending the same workshop, at a location convenient for all participants. Space for training and equipment (primarily a video-tape unit) must be provided by the adopter.

4. Cost of Training: DEEP trainers do not receive fees for conducting workshops. The costs of trainer travel and expenses are often negotiated with the school district and/or the state facilitator. The adopting district must pay its own participants' stipends. The district must also pay for necessary equipment, salaries, etc., for implementing the program. It is advisable to check available funding sources in your state, such as adopter/adapter grants, replication grants, IV-C or Title I monies.

5. Activities: Participants in DEEP workshops learn by doing. They experience the management systems as their students will experience it. Time is allotted for planning for implementation in the specific adopter schools. Strategies for implementation are developed by the participants with the aid of the trainers. (See appendix for detailed description of training activities.)

VI. HOW DOES THE DEEP TEAM SELECT AUDIO-VISUAL EQUIPMENT, CLASSROOM SUPPLIES, SUPPLEMENTAL MATERIALS, AND CLASSROOM SPACE?

Most school districts have only limited funds available to purchase new equipment or instructional materials for their DEEP classes. However, the administration should be willing to designate funds for the initial cost of DEEP. If the program proves to be successful, then some maintenance funds will be needed to continue the program. The wise use of existing equipment, classroom materials, and classroom space may be a key factor in the implementation of the DEEP program.

The team approach should be adopted in the selection process for the instructional materials and classroom space to be used by the DEEP teachers. The involvement of the DEEP teachers in the selection process will ensure its prudent use.

The inclusion of DEEP teachers in the selection of equipment and classroom materials can be beneficial in several ways. First, the trained DEEP teacher will be able to assist the administration in locating existing materials that can be utilized in the DEEP classroom. Instructional items that could be used as resource materials are news magazines, filmstrips, paperback books, old texts, pictures, etc. Second, the DEEP teachers will have knowledge of the types of audio-visual equipment that can be effectively used in the classes.

This level of input may eliminate the need to purchase additional expensive audio-visual equipment. (A list of suggested materials is provided in the appendix.)

DEEP teachers will need to have flexibility with regard to the internal arrangement of their classrooms. The furniture should be a mixture that suits the type of learning activity that might be scheduled. Many DEEP classrooms have both student-desks, tables, chairs, and other classroom furniture. DEEP teachers may wish to decorate their rooms with examples of student projects and learning experiences.

VII. HOW DO WE SELECT AND SCHEDULE DEEP STUDENTS?

Students can be selected for DEEP classes by three basic processes. The DEEP management system is flexible enough to allow easy student selection adaptable to the school's organization and needs. The DEEP program has been successfully used in each of the following situations regarding different student target groups. The selection process for these different target groups has been described.

1. The building level administration, working with the guidance counselors and teachers, select students for DEEP classes. This type of selection process could be used for students that have been previously identified as potential dropouts or disaffected learners.

2. The selection of gifted, talented, or creative students for DEEP classes could also follow the above pattern. A committee composed of administrators, teachers, and guidance counselors could identify students for this type of DEEP class.

3. Some schools using the open enrollment process have allowed students to enroll in Project DEEP classes as an alternative to traditional classes. This type of selection process allows students to choose between two different teaching-learning styles within an academic course area. If this approach is utilized, the

administration will need to make enrollment information available to students with regard to the differences between DEEP classes and traditionally taught classes. The open enrollment process works well in schools with enrollments of 500 or greater, as larger schools have greater flexibility in their instructional staffs.

4. In other situations the administration allows the trained DEEP teacher to implement the program within one or two of their current classes.

VIII. HOW DO WE GET SUPPORT FOR DEEP FROM THE FACULTY, PARENTS, AND THE COMMUNITY?

The need to keep the total school staff, parents, and the community informed about Project DEEP is paramount. The DEEP program, as a result of its alternative approach to learning, involves students in different types of learning experiences. Students often become very enthusiastic about their learning options and pursue them with vigor. This high level of student activity may cause concern among certain elements within the school and the community.

The more traditional elements may feel that Project DEEP has no place in the school program. Thus, there is a need to inform people about the merits of Project DEEP and what it can accomplish as an alternative learning program. The following areas of informational awareness and suggested approaches are valuable during the implementation of DEEP.

School Building

The building administrator may consider the following strategies:

First, the total DEEP program needs to be explained in detail to the entire school faculty and support staff (guidance counselors, librarians, secretaries, and custodians) during a general meeting. Those teachers that have received DEEP training, under the guidance

of the administration, may present a comprehensive overview of the project. Second, depending on the size of the faculty and staff, DEEP teachers could talk about the program during informal sessions over coffee with other teachers. This one-to-one approach has proven an effective means of explaining the DEEP program. Regardless of the method used, the most important point is that the information about the DEEP program be made available early to building faculty and staff.

The situation may arise in which some traditional teachers continue to question the validity of DEEP. These teachers might benefit from a visit to a DEEP classroom for a first-hand viewing. Though it may be difficult to find released time for these teachers, the benefits will probably be worth the effort. Many teachers have used their planning periods to visit a DEEP class and found the experience very rewarding.

When guests do visit the DEEP classroom, the following points should be kept in mind. These points will ensure a successful visit that can help demonstrate the value of the Project DEEP management system.

1. The DEEP teacher and/or the administrator needs to explain to the visitor why the program was selected for this group of students.

2. The DEEP teacher should explain to the visitor the types of learning experiences in which the students will be involved. The course goals should also be presented along with any other useful classroom information.

3. The DEEP teacher and/or the administrator needs to schedule a brief exit meeting with the visitor to answer any questions that might have developed during the classroom visit.

Parents and the Community

In many situations, the administration may find it useful to involve parents and the community during the implementation stage of Project DEEP. The approach in developing support from parents and the school community can take several forms. Schools with DEEP classes have discovered, that in the vast majority of the cases, parents become very supportive of the program. This support is often the result of their children's positive comments about the DEEP classes and their teachers.

The following methods may be of value in developing parental and community support for the Project DEEP program:

1. The "Open House" activity can be used to expose parents and the school community to Project DEEP. This activity is usually held early in the school year, thus giving parents an opportunity to visit with the DEEP teachers and view completed student projects or assignments. Parents are especially impressed with audio-visual projects that have been developed by their students.

2. Parent/Teacher or Advisory Groups can also be utilized to help the school community understand the function of Project DEEP. DEEP teachers working with the administration could plan and present an overview of the program to these groups. Students could also be involved in these awareness presentations.

3. Letters to parents from DEEP teachers provide an excellent way of keeping them informed about Project DEEP. The initial letter should present some general information about the DEEP program and how it involves their children. Waiver forms that are sent home to parents requesting permission for their children to leave school campus to use community resources also need some form of explanation. (See examples in the appendix.)

4. The community often is willing to share its storehouse of knowledge with DEEP students. DEEP students should be encouraged to utilize the community

library, interview senior residents, meet with city officials, explore local historican sites, and visit local colleges or universities. The proper use of community resources in the DEEP classroom will soon foster a good working relationship with the community. However, the DEEP teacher and students need to be well prepared to use community resources before students leave the building.

Use of the News Media

The building principal and the DEEP teachers may find it useful to use some form of news media to help keep the parents and the community informed about Project DEEP. After the Board of Education and the Central Administration have approved the implementation of DEEP, the use of news media should begin. The use of news media can be divided into two phases: first, the immediate release of information that gives an overview of the program and its goals; and second, the extension of an invitation to the media to visit your school after the program has been in use several months. (See the appendix for a sample news release.)

Several types of news media could be used by school officials to inform the community about Project DEEP:

1. The school newsletter for many is a source of information about the local school. Pictures or articles about DEEP could appear in this publication and reach many people in the community.

2. Local radio and television stations usually have programs devoted to community and school activities. A phone call to the station may be all that is needed to set up an interview for a spot on an up-coming program. Radio and television stations are usually eager to present programs that show students involved with the school and community.

3. The local newspaper also should be contacted about the DEEP program. Articles that deal with students and schools are of interest to local newspapers.

IX. HOW ARE THE ROLE RESPONSIBILITIES OF THE DEEP TEAM DEFINED?

The definition of role responsibility may prove beneficial during the implementation of the DEEP management program. In several instances, role responsibilities can be shifted from one person to another. The following team members have been identified along with their suggested role responsibilities.

Building Administrator Responsibilities

1. To provide DEEP teachers with inservice time to receive training.
2. To provide funds for the initial implementation of the program and its maintenance, if the program proves successful.
3. To offer administrative support when needed or at appropriate time intervals.
4. To provide the appropriate classroom equipment, supplies, and supplemental materials.
5. To provide a professional environment that is conducive to educational change.
6. To provide liaison between the DEEP teachers and the rest of the school personnel.

DEEP Classroom Teacher Responsibilities

1. To complete the DEEP training workshop.
2. To adapt the DEEP management system that reflects the stated needs of the school.
3. To develop a course content outline that is adaptable to the DEEP management system and act as a guide to student learning.
4. To arrange and locate the needed equipment, supplies, and supplemental materials that might be used to meet student learning goals and course content goals.
5. To plan and arrange the classroom so that the DEEP management system can be implemented.
6. To provide an emotional environment that will accept students as unique individuals.

7. To work with other DEEP teachers to schedule the best utilization of equipment and materials.

DEEP Classroom Teacher-Leader Responsibilities (Optional)

1. To provide leadership and support for other DEEP teachers.

2. To help organize and develop DEEP planning sessions for teachers.

3. To provide guidance in the development of course content, goals, and classroom management.

4. To work with DEEP teachers in the selection of equipment, supplies, and materials.

5. To act as a coordinator of equipment, supplies, and materials.

6. To act as a liaison between the DEEP teachers and the administration.

Guidance Counselor Responsibilities

1. To work directly with the DEEP teachers and the administration on problems that might involve DEEP.

2. To act as a referral agent by helping to direct students into the DEEP program.

3. To visit DEEP classes at regular intervals as an observer to develop a comprehensive understanding of the management system.

X. EVALUATION

The impact of Project DEEP can be measured in several ways, depending upon the needs adoption of the program was intended to meet. At the original site the following items were evaluated:

1. Attendance information: Comparison of DEEP students' attendance in DEEP classes with attendance of other students in traditionally taught classes in the same subject areas.

2. Dropout information: The percentage of DEEP students who drop out of school as compared with the overall dropout rate in the same school.

3. Graduation information: The percentage of DEEP students who graduate from high school as compared with the percentage of other graduates in the school or in the district.

4. Attitudinal information: Use of the Risk-Taking-Attitudes-Values Inventory with DEEP students in pre-test and post-test to measure changes in student attitudes toward school and self-image during their experience in Project DEEP.

5. Parent Opinion Survey: Sent to parents at the end of the semester/year of student's participation in Project DEEP. Surveys parental perception of child's change in attitude toward school as the result of DEEP.

In addition, the following information might be helpful:

1. Attendance information: Comparison of DEEP students' attendance with the same students' attendance the previous year. If DEEP is adopted for a specific group of disaffected students who are, therefore, not representative of the student population, this is the best way to measure the program's impact upon attendance.

2. Self-image information: Use of Miskimins Self/Goal/Other Inventory. Pre-test and post-test with DEEP students. This easily administered instrument measures self-image in a variety of ways.

Project DEEP requires the use of a DEEP-developed Q-Sort to determine the level of adoption at the adopter site. This Q-Sort is administered to both students and teachers. (See DEEP Curriculum Objectives in the appendix.)

At the time the adoption agreement is signed or during training, Project DEEP and the adopter will determine evaluation data to be gathered.

Evaluation materials will be provided to the adopter by DEEP. All evaluation data is to be shared with Project DEEP.

DEEP ALTERNATIVE CLASSROOM MANAGEMENT
ATTITUDINAL ASSESSMENT

This instrument concerns students and how they learn. Its purpose is to allow you to explore your feelings about education. It should also help you to determine your degree of affinity with the principles upon which Project DEEP is based. Some of the items contain words that are highly connotative. Take the items pretty much at face value and answer accordingly. Rate yourself between 0 and 5 on the following statements, 0 is strongly disagree and 5 is strongly agree.

___ 1. Sometimes you must force children to learn.

___ 2. There are certain basic facts that everyone ought to know.

___ 3. Learning takes place only when a student has ownership in his own learning.

___ 4. If a student cannot read and write properly, he cannot learn successfully.

___ 5. Traditionally, the word discipline has been confused with the word obedience.

___ 6. As teachers, we should allow students to make mistakes.

___ 7. Order cannot exist in a classroom that is noisy and where children have unrestricted movement.

___ 8. Because of training and experience, the teacher is the best qualified person to evaluate learning.

___ 9. Experience is the best teacher.

___10. If you give students the choice of working or doing nothing, most of them will do nothing.

___11. Most of our students are not mature enough to know what's good for them.

___12. We must prepare our students for what the teacher in the next grade will expect them to know.

___13. One of the reasons we have problems in education today is that we have allowed too much permissiveness.

___14. Telling is not teaching.

___15. Adults have to make decisions for students until they are old enough to make decisions for themselves.

SCORING:

Add the responses on items 1, 2, 4, 7, 8, 10, 11, 12, 13, and 15. A cumulative score of 20 or less indicates an excellent candidate for training. A score of 21-35 indicates a possible candidate for training.

Add the responses on items 3, 5, 6, 9, and 14. A cumulative score of 20 or more indicates an excellent candidate for training. A score of 16-19 indicates a possible candidate for training.

DEEP TRAINING SCHEDULE
Day 2

Activity	Title	Goal	Description	Time
1	Teacher Attitude Tests	Participants examine their own educational philosophies	Administrate open classroom management test and Spier S/C test	45 min
2	Non-electronic media	Demonstrate other types of student project resources	Description of papier mache' salt/flour collage posters transparencies	45 min
3	Planning Projects	Teach participants the process students will be involved with in planning projects	Small group formation. Planning projects, writing, objectives, negotiating in trainers	1½ hrs
	LUNCH			
4	Preparing Projects	Teach participants the process of preparing projects, using media to produce their own projects	Participants, with advice from trainers when needed, will work on, rehearse and complete their own projects	3 hrs
5	Developing Film	Optional		

DEEP TRAINING SCHEDULE
Day 1

Activity	Title	Goal	Description	Time
1	Getting Acquainted	Acquaint participants and trainers with one another. Establish informal atmosphere.	Participants make name tags, using newsprint and magic markers. Participants write three "ing" words on nametags describing themselves. They mill around and discuss tags	30 min
2	Introduction to Program Agenda	Introduce DEEP and raise questions about the training	Both trainers will talk about the program	10 min
3	Either/Or Forced Choice	Present an activity participants can later use with their students reinforce atmosphere	Participants respond to choices by moving from one section of the room to another	20 min
4	Discussing Expectations	Participants communicate with trainers their expectations for the workshop	Trainers newsprint expectations	30 min
5	Open Classroom Pro and Con	Participants share preconceptions about open classroom teaching	Trainers newsprint positive and negative feelings	30 min
6	Setting Group Goals	Participants set goals for the workshop	Small group goal setting. Share and debrief with entire group	30 min
7	Show DEEP filmstrip	Establish general concepts about DEEP	Show filmstrip/answer questions or ask them to write questions on paper	30 min
	LUNCH			

DEEP TRAINING SCHEDULE
Day 1 (con't)

Activity	Title	Goal	Description	Time
8	Answer Questions from before lunch	Provide more information about the program	Trainers answer questions raised as a result of the filmstrip	30 min
9	Learning Styles	Awareness of various learning styles to be encountered in the typical classroom	Trainer asks participants to examine and classify their own learning styles shares others	30 min
10	Media Skills	Teach participants to use AV equipment	Trainers will discuss VCR and camera/will set up two stations Participants will spend half time with each trainer practicing with equipment	1½ hrs
11	Film - "Cipher in the Snow" or similar	Raise awareness of alienated child	Trainers will show film - ask for comments	30 min

DEEP TRAINING SCHEDULE
Day 3

Activity	Title	Goal	Description	Time
1	Presenting Projects	Participants present projects (as students will)	Participants present projects Debriefing after projects	1½ hrs
2	Evaluation	Participants understand the DEEP evaluation model	Share forms with participants, discuss philosophy of evaluation	30 min
3	Planning Individual Management Systems Integrating Content	Participants work on plans, goals for their students in their classes for the coming year	Individual and group work for the participants. In-put from trainers	1 hr
	LUNCH			
4	Debriefing	Tie up all loose ends for participants; put the workshop and management system into perspective Answer any questions remaining	Check newsprinted expectations and goals from Day 1. Did we do what we said we would?	1 hr
5	Develop Support System	Aid participants in preparing for implementation into their individual situations. To have them anticipate potential problems and prepare plans to deal with problems	Participants plan strategies for working with students, parents, colleagues, administrators	1½ hrs
6	Explain Follow-up Services	Give additional sources of aid and information	Explain follow-up	30 min

SUGGESTED MATERIALS FOR THE DEEP CLASSROOM

This list includes suggested materials for the DEEP classroom. Each adopter school should examine the list closely and choose those items which are appropriate in that situation. No DEEP classroom would require all the suggested materials, especially in the area of Audio/Visual. One adopter might wish to purchase a 35mm camera with close-up lens. Another might chose an Ektagraphic kit, for example. Choice of equipment should reflect the needs of each specific classroom. Costs are approximate.

AUDIO/VISUAL EQUIPMENT AND SUPPLIES

Video tape recorder ($750 blk/white reel-to-reel; $1300-$1550 color/cassette)
Television monitor ($450-$750 color, 19")
Television camera ($750 blk/white; $1200-$1500 color)
Video tapes or cassettes ($25 @)
Camera dolly ($50-$250)
Pixmobile ($60)
Single lens reflex camera ($200-$250)
Close-up lenses ($15)
Blue filter ($5)
Photographic copy stand ($50)
Film, color and/or black and white (100 ft. rolls) ($10-$15 @)
Bulk film loader ($12)
Ektagraphic kit (contains Kodak 126 camera and copy stands) ($160)
Developing kit for black/white reversal process ($125)
Carousel slide projector ($100)
Carousel slide trays ($3 @)
Slide sorter ($3)
Cassette tape recorder ($35-$50)
Cassette audio tapes ($.50 @)
Super 8 movie camera ($30-$250)
Super 8 movie projector ($100)
Film editor ($50)
Super 8 movie film ($4 @)
Light reflectors (4) ($3 @)

OTHER MATERIALS

Newsprint (500 sheets)
Felt-tip pens (35)
Poster paper (100 sheets)
Human relations activities and games (3-5)
Books, various titles of interest to students and compatible with subject area
Scissors
Masking tape
Scotch tape
Plaster of Paris
Papier Mache'

PROJECT DEEP
ESEA-Title III
Wichita High School West
820 South Osage
Wichita, Kansas 67213

Dear Parents:

This year your student will participate in classes that are a part of Project DEEP (Diversified Educational Experiences Program), a new innovative instructional program. The purpose of this program is to significantly improve learning in the affective and cognitive domains. This program includes use of media and new teaching techniques. The program has been federally funded under ESEA P.L. 91-25 Title III monies. The students for the program were randomly selected.

Project DEEP is designed to improve student attitudes and increase the holding power of the school by affecting curriculum and instructional change in the required subjects of English and Social Studies.

Once the school year begins, the Project DEEP teachers will welcome parents to visit the campus to observe the classes in operation. There will be an Open House for parents of the students involved. In this meeting the program, its objectives and goals, will be further explained.

As a part of the DEEP program students will, at times, be going into the community to study problems first hand. In order for this to be possible, we must have your permission for your student to leave campus. We are, therefore, asking you to sign the trip waiver (see below). If you do not wish to give your permission, your student may still participate in the program and will suffer no penalties.

Sincerely,

_____
Teacher's Name

- -

FOR ALL STUDENTS

I (agree/disagree) that _____ may leave the High School Campus
(circle one) (student's name)
in relation to Project DEEP. I understand that students will leave only with the instructor's permission and knowledge, but the instructor will not always accompany the student. I understand that private automobiles, driven by competent, licensed student drivers will, at times, be used for transportation.

_____
(parent's signature)

I agree only under the conditions that an adult be present and driving.
Yes No (circle one)

- -

FOR STUDENT DRIVERS

I understand and agree that _____ will be driving
(student's name)
_____ occasionally for off-campus city travel in connection with
(type of car)
Project DEEP. This will be done only with the knowledge and approval of the instructor. The car is insured with _____(Insurance Co.). Minimum insurance coverage required are:

a. Personal liability $50,000 per person per accident with maximum of $100,000 per accident.
b. Medical pay for $1,000 per person per accident.
c. Property damage of at least $10,000 per accident.

I volunteer myself and car when convenient. Yes No

_____
(parent's signature)

D

DEEP CURRICULUM OBJECTIVES

This checklist contains specific indicators which reflect the objectives of Project DEEP. Please check those items which you believe to be true, at the present time for most of the students in your class. This checklist is in no way an evaluation of the DEEP teacher. It does indicate to the project the areas of the DEEP management system that are presently being implemented in a particular class. This information is to be used in a general way in reports to the Office of Education as an evaluation of the DEEP dissemination effort, rather than as an evaluation of a particular classroom.

1. The student will possess a feeling of ownership toward the class.

   ___ 1a. Student displays own work or accomplishment in the classroom.
   ___ 1b. Student knows names of other students in the class.
   ___ 1c. Student takes an active role in group activities.
   ___ 1d. Student makes decisions in class.

2. The student will accept responsibility for his own behavior: attendance, participation, successes, and even, if necessary, failures.

   ___ 2a. Student takes own attendance or shares the task of taking attendance.
   ___ 2b. Student uses DEEP passes for intended purpose.
   ___ 2c. Student analyzes results of efforts (projects) with good degree of reality.
   ___ 2d. Student accepts the results of peer and teacher evaluations.

3. The student will be willing to take emotional risks by sharing ideas and feelings with other members of the class.

   ___ 3a. Student feels free to express an opinion that may differ from the other members of group or class.
   ___ 3b. Student shares feelings or concerns with instructor.
   ___ 3c. Student shares feelings or concerns with other students.
   ___ 3d. Student actively participates in small group activities.

4. The student will be willing to cooperate with others to reach mutual goals.

   ___ 4a. Student willingly joins with others to form a group.
   ___ 4b. Student offers suggestions for classroom rules and regulations.
   ___ 4c. Student carries out his assigned tasks within the group.
   ___ 4d. Student participates with his group in evaluating the project.

5. The student will plan and carry through tasks by carefully allotting time and resources toward a specific goal.

   ___ 5a. Student participates in planning tasks.
   ___ 5b. Student sticks closely to negotiated time allotments.
   ___ 5c. Student is present for presentation and evaluation of his or her group's project.
   ___ 5d. Student completes project according to deadlines negotiated.

6. The student will learn to negotiate with other members of the class and with the instructor.

___ 6a. Student takes part in negotiating class goals.
___ 6b. Student takes part in negotiating group goals.
___ 6c. Student renegotiates, if necessary, any changes.
___ 6d. Student uses skills in negotiation outside of class.

7. The student will participate in his own evaluation and in determining the criteria by which he is evaluated.

___ 7a. Student participates in development of evaluation criteria.
___ 7b. Student participates in development of individual and group goals.
___ 7c. Student participates in development of class goals.
___ 7d. Student completes evaluation sheet with teacher at end of grading period.

8. The student will carry over knowledge and skills learned in the DEEP classroom to relationships with others and in problem-solving.

___ 8a. Student uses group process skills in other school settings.
___ 8b. Student develops alternative means of obtaining goals.
___ 8c. Student demonstrates good listening skills.
___ 8d. Student evaluates the results of his choices outside the school setting.

9. The student will feel more positive toward school through an enhanced self-image and elimination of feelings of alienation and powerlessness.

___ 9a. Student attends class regularly.
___ 9b. Student expresses feeling of satisfaction or pride of accomplishment in work.
___ 9c. Student feels more positive about school as perceived by teacher.
___ 9d. Student feels more positive about school as perceived by parents.

Comments:

EDUCATION IN ACTION

A Media Service of the U.S. Office of Education, Washington, D.C. 20202

This article describes one of many locally developed education programs recognized as successful by the U.S. Office of Education. A more detailed story may be obtained by visiting the project. See contact at end of article.

NOVEMBER 1977

FOR IMMEDIATE RELEASE

For students who rarely hear a word of praise or see a high mark on tests, school can be a frustrating experience. It's not surprising that these students are absent a lot or drop out of school altogether.

An innovative program in Wichita, Kansas, is changing all that. It's called DEEP (Diversified Educational Experience Program), and it recognizes that everyone learns differently and that some children learn best in a nontraditional setting.

With this in mind, Wichita school officials revamped several classrooms in six junior and senior high schools. They turned traditional desk-filled rooms into open spaces with carpeting and tables and chairs of assorted shapes and sizes. Mobiles and similar handwork made by the students decorate the rooms. And the students themselves are encouraged to walk around and make themselves at home.

In such an environment, communication becomes easier. At the beginning of each year--as an icebreaker--and throughout the year whenever the need arises, DEEP teachers lead small discussions where students can air their feelings and discuss difficult situations. For youngsters accustomed to withdrawing and hiding their emotions, these groups have been a tremendous release.

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DEEP classes do not follow the typical format of teacher-lecture-textbook-written examination. Students work together in small groups on projects to be presented orally before the rest of the class. Because immediate success is so important to these young people, the projects last no longer than three weeks. And because the success of the group depends on each student's participation, peer pressure comes into play and students generally buckle down and work hard.

Each student discusses his own particular goals and objectives with the teacher at the outset of a presentation and evaluates himself at the end. In this way, students get plenty of individual attention in addition to their group participation. More importantly, they feel in charge of their own work and responsible for the outcome.

Not only do the students set up goals and objectives, so do the teachers. Training workshops put prospective teachers through the same activities and exercises that the students undergo. The teachers set their own goals and objectives, work together on projects, present them orally, and sit down with a trainer for an evaluation.

Learning by doing is a key feature of the program. And students quickly discover there is more than one way to find and soak up knowledge. They gather material for their projects by using all sorts of equipment -- videotapes, movie and 35 millimeter cameras, audiotape recorders. Sometimes they present an idea by putting it in the form of a short dramatic play. Or they go into the community to learn what they would normally learn from textbooks. They might talk to people at various job sites or search through old newspapers at a city or university library.

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One group of students working on a history project in pioneer skills got first-hand information by talking to the elderly in a local home for the aged.

The success of DEEP has led a panel of experts from HEW's Education Division to name it a model program worthy of duplication. The program has recently been given a Federal grant to disseminate its techniques to other school districts.

# # #

For further information:

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